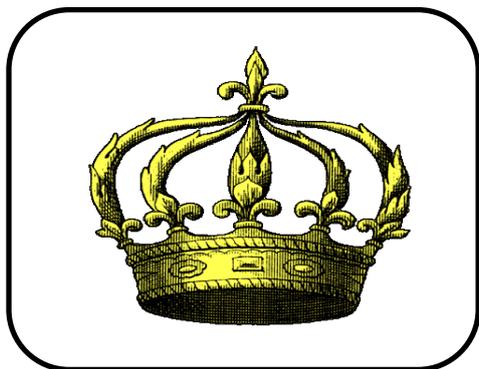


King George V Primary School



Parents as Partners in Early Years

September 2015

Parents as Partners Policy

Aim

We aim to work in partnership with parents based on establishing trusting and respectful relationships with a two-way flow of communication to meet the children's needs and achieve the best possible outcomes for all.

In the EYFS, working in partnership with parents is a key principle of effective practice.

Implementation

- We welcome and value all our parents and children.
- We recognise the important role of parents and the expertise that parents and staff bring and, together, we can enhance the children's learning.
- To have in place clear systems for ongoing dialogue based on a two-way flow of communication and provide an open door policy:
 - informal / formal conversations at the beginning / end of the day;
 - during the settling-in period;
 - the use of home-message books;
 - e-mail
- To make sure information is accessible to parents, e.g. parents with EAL.
- We provide information (and information about the EYFS curriculum) through visiting mornings, weekly newsletters, parent's information evenings and our notice board.
- Before the children start, we obtain relevant admission forms. We ensure all the information is kept up to date.
- We hold a Parents Information meeting with parents/carers before their child is admitted. This provides a time to explain our policies and procedures. These are also accessible via the Parents Notice Board and website.
- Prior to admission we arrange an introductory visit for the child to attend with their parents. Welcome packs are given. We develop relationships with parents through our induction / settling in period we also carry out home visits before the child starts Nursery.
- We ask parents to complete an 'All About Me' booklet to provide information about the child and their family.
- We operate a key-person approach to establish close relationships with the parent and child, talking openly with parents to meet the needs of the child and to pass on information about home, new interests or share concerns.
- We actively seek parental contributions to the assessment process, including contributions to the children's learning journey through discussions and emails.
- We report progress and children's achievements throughout their time with us: In the Autumn term we have a Meet the Teacher's session to look at the children's work.

- In the Spring term we have a formal parent meeting to talk about the children's progress with the parent, and together discuss the children's needs and learning priorities.
- In the Summer Term we send out reports.
- In Reception, parents are informed about their children's progress in relation to the Early Years profile, which they can have free access to. An opportunity is then available for parents to discuss the results if required
- By working closely with parents we can identify and support those children who have specific needs, or those who are disadvantaged. If a child is recognised as needing additional support in the setting, parents are consulted throughout the process.
- We seek to enhance parents understanding of teaching and learning in the early years, by inviting parents to attend relevant workshops, including phonics and reading to support the continuity and progression of children's learning between the setting and home.
- We welcome parents to volunteer in the settings such as helping out in the snack area, a school outings or the school library.
- We actively seek parental views, for example through questionnaires. If a parent raises a concern or complaint, the complaint procedure is followed.